

Sackville School Computer Science Curriculum - Year 9



| TERM | WHAT? (Is delivered?) | WHY? (Is this important?) | WHY NOW? (Why is this taught now?) | IMPACT? (What is the impact at the end of this half term?) | ASSESSMENT |
|-------|--------------------------|---|---|---|--|
| Aut | Graphics and IDMP | In an ever changing digital world understanding the use of images in the media and image editing has never been more important. This unit of study focuses on different image types, bitmaps and vectors whilst then leading to the production of an interactive digital media product. | <ul style="list-style-type: none"> • Gives a deeper understanding of image types • SMSC link to self image • Use of defined skills required in future study in KS4/5 • Opportunity to explore digital media | Students will be able to: <ul style="list-style-type: none"> • Identify different image types • Discuss and recommend an image type for a given scenario • Explain the need for an IDMP over traditional alternative • Create a function IDMP • Embed media into an IDMP | Knowledge Checker - Image Types Application Checker: Final Product Assessment Portfolio Assessment |
| Spr | Web Creation (HTML) | Web usage has increased dramatically over the last 7 years. An understanding about HTML is vital in today climate. Students in Key Stage 4 and 5 Cp also are required to know HTML constructs for their exams. | <ul style="list-style-type: none"> • Exposure to different design constructs and pedagogy • Use of HTML code to develop a website • Links to Autumn 2 learning where students can embed their marketing materials into a real life product | Students will be able to: <ul style="list-style-type: none"> • Understand the term web design. • Be able to create a wireframe that has a likeness to the product. • Be able to create a site map. • Be able to build an easily navigable website. | HTML Knowledge Checker Website Assessment Portfolio Completion Final Product Assessment |
| Sum 1 | Online Safety | Students are coming toward the end of their first year at Sackville and will have experienced a wide spread of technology. eSafety allows for us to teach about the use of technology for radicalisation, sexual messaging and online bullying. | As students mature and their exposure to a wider range of threats/dangers emerges, it's important to establish signposts for such dangers and what actions can be taken. | Students will be able to: <ul style="list-style-type: none"> • Understand how to use the internet safely, responsibly, and respectfully. • Are aware of methods to access help where/when needed. • Understand how to protect their online identity. • Can define the terms radicalisation and sexting • Can discuss the ethical and moral impacts of IT | Online Safety Knowledge Checker Portfolio Completion |
| Sum 2 | Under the Hood | Students need to understand the components of a computer system. Their characteristics and purpose and allowing the system to function. In this unit students will investigate their own devices and their link to others. | With many students using a select few handheld devices, they often don't understand the internal components of a computer or how their devices work. | <ul style="list-style-type: none"> • Students will be able to identify the different components of a computer • Students can explain how different devices and their characteristics can impact the functionality and speed of a machine. • Students can make links between devices. | Under the hood knowledge checker Portfolio Completion |

Links to L4L Curriculum and Gatsby Benchmarks:

- L4L Online Safety

- 2 - Learning from career and labor market information
- 5 - Linking curriculum learning to careers
- 5 - Encounters with employers and employees
- 8 - Personal Guidance